

**LOVEJOY
INDEPENDENT SCHOOL DISTRICT**

**LOVEJOY HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN**

2008-09

DISCLAIMER

This publication is intended to facilitate communications within Lovejoy ISD and to serve as a quick reference on a variety of subjects. The provisions and information set forth in this publication are intended to be informational and not contractual in nature.

Thus, this publication is not intended and shall not be construed to constitute a contract between the Lovejoy Independent School District and any employee, prospective employee, agency of the local, state, or federal government, or any other person or legal entity of any and every nature whatsoever. The District hereby reserves and retains the right to amend, alter, change, delete, or modify any of the provisions of this publication at any time, and from time to time, without notice, in any manner that the administration or the Board of Trustees deems to be in the best interest of the District.

LOVEJOY INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

Richard F. Hickman, President
Ann Madonia Casey, Vice-President
Lisa Ellrich, Secretary
Mike Guilbeau
Julie James
Lynette MacDonald
Elena Westbrook

Ted Moore, Superintendent
Dennis Muizers, Assistant Superintendent of Curriculum
and Instruction
Dennis Womack, Assistant Superintendent of Operations
Shay Adams, Chief Financial Officer
Sancy Fuller, Executive Director of Special Education &
Academic Services
Tonya Vining, Executive Director of Human Resources &
Administrative Services

LOVEJOY HIGH SCHOOL PRIDE

Our Vision

In collaboration with parents and the local community, Lovejoy High School will challenge its students to go beyond academic excellence, to be open to the challenges of learning, to be well rounded, to be committed to the fair and respectful treatment of others, and to be workers for justice within the community. The sum of the experiences is the development of men and women who are committed to the principles of leadership.

Our Mission

The mission of Lovejoy High School is to inspire its students to achieve high academic standards, develop strong moral character, and strive for a life of excellence and purpose.

Student "Honor" Statement

We, the student body, strive to surpass the standards of an exemplary school through exhibiting unity among diversity, demonstrating commitment to improving ourselves, and representing the highest degree of integrity to strengthen the future of Lovejoy High School.

GRADUATE PROFILE

The graduating Lovejoy High School senior is intellectually equipped, open to the challenges of learning, well rounded, engaged in a healthy lifestyle, fair and respectful of others, and works for justice through community service.

INTELLECTUALLY EQUIPPED

At graduation, the Lovejoy student has faced a challenging curriculum that has prepared him or her for a successful college experience. The courses taken at Lovejoy matched the student's strengths and interests, as well as challenged his/her mind, imagination, feelings and social consciousness. The Lovejoy graduate is able to think critically and can express ideas clearly through oral and written expression. He or she has developed an academic skill set that allows for mastery of highly rigorous coursework. The graduate has learned to discern quality work from mediocre efforts and has chosen to pursue excellence by relying on self-discipline, initiative, creativity and integrity.

OPEN TO THE CHALLENGES OF LEARNING

At graduation, the Lovejoy student has a diverse background of formational experiences that have given him/her opportunities to learn and grow. The graduating senior has learned to be reflective and self-evaluative. Having experienced Lovejoy High School as a safe haven for the mistakes and false starts inherent in learning, the graduate understands that risk-taking and resiliency are necessary for growth. He or she values being viewed as an adult and feels prepared to manage more complex responsibilities. The Lovejoy graduate accepts the challenges of lifelong learning.

WELL ROUNDED

At graduation, the Lovejoy student has had a variety of experiences beyond the classroom. Opportunities to excel in art and music, on the stage and on the athletic fields have led the graduate to view aesthetic and physical development as essential to an education. The graduate has participated in extracurricular activities that promoted teamwork, leadership, responsibility, humility and physical and emotional fitness. In competitive arenas, the graduate has learned the value of fair play and respect for teammates and adversaries alike.

ENGAGED IN A HEALTHY LIFESTYLE

At graduation, the Lovejoy student has demonstrated the self-discipline to pursue physical, cognitive and emotional health. She or he has developed the desire to engage in a healthy lifestyle, including a life-long commitment to physical activity. The Lovejoy student understands the physiological effects of lifestyle — including nutrition, exercise, and high-risk behaviors — on long-term health. He or she has developed the habits and self-discipline to achieve life-long wellness.

FAIR AND RESPECTFUL OF OTHERS

At graduation, the Lovejoy student has had the opportunity to interact with students, teachers, administrators and parents in a variety of settings. He or she has chosen to act in accordance with the principle - treat others as he or she would want to be treated. These experiences have led the student to go outside himself or herself to find happiness and joy in the love, friendship, and companionship of others.

WORKING FOR JUSTICE THROUGH COMMUNITY SERVICE

At graduation, the Lovejoy student has experienced the satisfaction of giving and service. She/he has learned through service projects to comprehend the abstract ideas of justice and community. The student has begun to appreciate the need to couple ethical thinking with ethical action. Ultimately, the Lovejoy graduate has learned to respond in love and service to those in need and now strives to move beyond self-interest in relationships with others.

DEVELOPMENT OF THE DISTRICT IMPROVEMENT COMMITTEE

To establish the parameters for the Campus Improvement Plan, Lovejoy High School works with representatives from the campus, the principal, parents, community members, and business members.

The committee established parameters in the six areas mandated by the state: goal setting, curriculum, budgeting, staffing patterns, school organization, and staff development.

The District Improvement Committee members are:

Michael Goddard, Ed.D., Chairman
Jeannie Haines, Non-Teaching Professional
Courtney Harker, Non-Teaching Professional
Megan Barringer, Non-Teaching Professional
Ray Winkler, Non-Teaching Professional
Amanda Douglas, Teaching Professional – Regular Education
Brett Hankey, Teaching Professional – Elective Education
Fela Lowrance, Teaching Professional – Fine Arts Education
Kyle Herrema, Teaching Professional – Regular Education
Onajiete Omene, Teaching Professional – Special Education
Nancy Gienger, Parent
Joan Tober, Parent
Dean Moody, Business Representative
Karen Gordon, Business Representative
John Mark Caton, Community Member
TBD , Community Member

The Campus Improvement Plan of Lovejoy High School has been developed in accordance with School Board Policies BQ Legal and BQ Local.

Campus Improvement Plan Executive Summary

Students in Lovejoy High School will continue to be assessed each nine weeks using benchmarks aligned with the Texas Assessment of Knowledge and Skills (TAKS). The TAKS is aligned to our state curriculum, the Texas Essential Knowledge and Skills (TEKS). The TEKS describe for every course and grade level what each student in Texas should know and be able to do.

Recognizing that the TAKS has two levels of performance, we will be striving to teach at the higher level of achievement which is “commended performance.” Committed performance can be approximated as correctly answering 90% or more of the questions correctly. A student who earns committed performance on the TAKS is considered to have mastered the state curriculum at the prescribed level of depth and rigor. Lovejoy High School strives to educate each child to master the TEKS. Mastery of the TEKS by each Lovejoy High School student will ensure that each graduating student has countless opportunities to pursue because of the strong educational experiences provided in Lovejoy High School.

We have set our goals for the upcoming 2009 TAKS administration based on teaching to the mastery standard. In 2009, the ninth grade students will be testing in the areas of Mathematics and Reading. The tenth grade students will be testing in English/Language Arts, Math, Science and Social Studies. The eleventh grade students will be taking the TAKS Exit Exams, which require them to meet the met standard in order to be able to graduate. Re-takes are administered if a student does not pass on the earlier attempt. The tests are taken in English, Math, Science, and Social Studies.

Reading TAKS Met Standard

Grade	2008	2009 Goal
Grade 9	98*	100

*Scores from grade 8 calculated based on LISD students who tested in LMS

Reading TAKS Committed Performance

Grade	2008	2009 Goal
Grade 9	79*	75

*Scores from grade 8 calculated based on LISD students who tested in LMS

Math TAKS Met Standard

Grade	2008	2009 Goal
Grade 9	95*	100
Grade 10	87**	100
Grade 11	88***	100

*Scores from grade 8 calculated based on LISD students who tested in LMS.

** Scores from grade 9 calculated based on performance in ninth grade

***Scores from grade 10 calculated based on performance in tenth grade

Math TAKS Commended Performance

Grade	2008	2009 Goal
Grade 9	47*	45
Grade 10	44**	50
Grade 11	30***	45

*Scores from grade 8 calculated based on LISD students who tested in LMS.

** Scores from grade 9 calculated based on performance in ninth grade.

***Scores from grade 10 calculated based on performance in tenth grade

ELA TAKS Met Standard

Grade	2008	2009 Goal
Grade 9	99*	N/A
Grade 10	98**	100
Grade 11	94***	100

*Scores from grade 8 calculated based on LISD students who tested in LMS.

** Scores from grade 9 calculated based on performance in ninth grade.

***Scores from grade 10 calculated based on performance in tenth grade

ELA TAKS Commended Performance

Grade	2008	2009 Goal
Grade 9	70*	N/A
Grade 10	70**	75
Grade 11	42***	50

*Scores from grade 8 calculated based on LISD students who tested in LMS.

** Scores from grade 9 calculated based on performance in ninth grade.

***Scores from grade 10 calculated based on performance in tenth grade

Science TAKS Met Standard

Grade	2008	2009 Goal
Grade 10	N/A	100
Grade 11	87***	100

***Scores from grade 10 calculated based on performance in tenth grade

Science TAKS Commended Performance

Grade	2008	2009 Goal
Grade 10	N/A	45
Grade 11	22***	40

***Scores from grade 10 calculated based on performance in tenth grade

Social Studies TAKS Met Standard

Grade	2008	2009 Goal
Grade 10	N/A	100
Grade 11	100***	100

***Scores from grade 10 calculated based on performance in tenth grade

Social Studies TAKS Commended Performance

Grade	2008	2009 Goal
Grade 10	N/A	75
Grade 11	63***	75

***Scores from grade 10 calculated based on performance in tenth grade

As leaders we have embraced the responsibility that high levels of student learning and achievement will occur in a safe, supportive learning environment at Lovejoy High School. Our work will be demonstrated through focused development of initiatives to impact students, staff, and the community.

Weekly sessions with campus leaders have been structured. Continuous development of the understanding of the instructional practices that promote high levels of student learning and engagement will occur. Our work will be grounded in practices that ensure the deep alignment of the written, taught, and tested curricula. Student mastery of the Texas Essential Knowledge and Skills (TEKS) will occur in order to open doors of opportunity for each Lovejoy student.

We are dedicated to the development of the leadership practices that ensure each staff member is doing the best work of his/her career. Each staff member will be supported to reach and teach each student in Lovejoy HS. Support for each staff member will occur through professional development, district and education foundation initiatives, as well as incentives and recognition opportunities.

Lovejoy HS is committed to a strong partnership with parents and the greater educational community. Proactive communication will continue through a variety of media in order to inform and educate all stakeholders about district initiatives, events and opportunities in Lovejoy ISD.

Relentless and unparalleled focus will move us forward to reach our goals. The high school administrative staff and educational teams' work will be grounded in practices that ensure the deep alignment of the written, taught, and tested curricula. Student mastery of the Texas Essential Knowledge and Skills (TEKS) will occur in order to open doors of opportunity for each Lovejoy High School students.

Lovejoy High School is also committed to setting a standard for parental and community involvement in the education of our students.

Excellence is a standard of quality that expected throughout Lovejoy High School.

**Lovejoy Independent School District
Lovejoy High School
Long Range Goals
(In accordance with our District Improvement Plan)**

Goal #1: A safe, supportive learning environment will be provided where each student closes the gap between his/her current performance and his/her potential. This learning environment will result in one-hundred percent of all students passing the state assessment. Also, by 2010, this learning environment will result in Lovejoy ISD equaling or surpassing the highest performing district in Texas in all tested subject areas as measured by Commended Performance on TAKS.

Board Priority Goal: Lovejoy ISD will maintain a TEA Exemplary rating.

Board Priority Goal: Lovejoy ISD will establish a pathway for successful post high school options with an emphasis on college readiness and admissions information.

Goal #2: LISD will recruit, develop, recognize, promote, and retain staff that positively impacts the learning of each student.

Board Priority Goal: Lovejoy ISD will develop a deep pool of math and science candidates.

Goal #3: LISD will proactively communicate through various media with parents and the community to encourage involvement and partnership in the educational environment.

Board Priority Goal: Implement a comprehensive Lovejoy Profile (Graduate) that is K-12 and extends into the community where appropriate.

LOVEJOY HIGH SCHOOL

CAMPUS ABSOLUTES 2008-2009

FOCUS 1 : Lovejoy High School will create, implement and practice a collaborative planning model.

Collaboration

- Meeting in teams weekly to plan the "What" and the "How" of teaching.
- Monthly department meetings to discuss teaching and learning.
- Creating common daily learning goals by team.
- Creating common daily assessments to find out “what they know and what they don't know”.
- Using the LHS digital coffee lounge to share our best practices and ideas for learning.

FOCUS 2 : Lovejoy High School will plan for, develop and engage in student interventions at multiple levels .

Intervention

- Using data to intervene early with struggling students.
- Using pre-teaching to help struggling students.
- Students engaged in multiple opportunities for success.
- Working with the C.A.T. to ensure that all students are learning.

FOCUS 3 : Lovejoy High School will become world famous for customer service .

Communication

- Weekly parent communication via email on the "How" and "What" of your classes for the upcoming week.
- Contacting parents about academics, study habits, assessments, and behavior.

LOVEJOY HIGH SCHOOL

Campus Improvement Plan 2008-2009

Long Range Goal #1: A safe, supportive learning environment will be provided where each student closes the gap between his/her current performance and his/her potential. This learning environment will result in one-hundred percent of all students passing the state assessment. Also, by 2010, this learning environment will result in Lovejoy HS equaling or surpassing the highest performing high schools in Texas in all tested subject areas as measured by Commended Performance on TAKS.

STRATEGIES/ACTIVITIES	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	PERSON(S) RESPONSIBLE	SUMMATIVE EVALUATIONS
Board Priority Goal: Lovejoy ISD will maintain a TEA Exemplary rating.	Local funds	Benchmark data for all TAKS subjects and grades will be reviewed with interventions implemented for students in the bottom quartile of district assessments.	Each 9 Weeks	Campus Administrators, Curriculum specialists Teachers	Accountability Ratings from TEA. All student groups that meet minimum size requirements under TEA accountability guidelines will meet or exceed the 90% threshold on the met standard measure
Board Priority Goal: Lovejoy ISD will establish a pathway for post high school options with an emphasis on college readiness and admissions information.	Local funds	Lovejoy High School will develop a curriculum that begins in eighth grade to educate students and parents about options for post high school opportunities including college admissions, financial aid including scholarships, and college entrance testing.	Semester	Secondary Campus Administrators, Secondary Counselors	Information about college enrollment and career or internship progress for each graduate; Calendar of events to communicate the topics and testing information Survey of students and parents to determine areas other than college/university that should be included in the preparation for post high school opportunities
Structured, collaborative teacher planning model at Lovejoy High School	Local funds	Professional development; lesson plans; campus admin. walkthroughs	Professional development days on professional development calendar; weekly planning sessions throughout year	Campus Administrators, Curriculum specialists Teachers	TAKS Scores; district benchmark scores
Utilize curriculum resources and support curriculum development for district and campus priority TEKS.	Local funds	Professional development; teacher feedback; lesson plans; campus admin. walkthroughs	Professional development days on professional development calendar; weekly planning sessions	Campus Administrators, Curriculum specialists Teachers	TAKS Scores; district benchmark scores

LOVEJOY HIGH SCHOOL

Campus Improvement Plan 2008-2009

Long Range Goal #1: A safe, supportive learning environment will be provided where each student closes the gap between his/her current performance and his/her potential. This learning environment will result in one-hundred percent of all students passing the state assessment. Also, by 2010, this learning environment will result in Lovejoy HS equaling or surpassing the highest performing high schools in Texas in all tested subject areas as measured by Commended Performance on TAKS.

STRATEGIES/ACTIVITIES	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	PERSON(S) RESPONSIBLE	SUMMATIVE EVALUATIONS
Utilize labs and curriculum resources for science instruction.	Local Funds	Lesson plans; professional development participation records	August-June	Campus Administrators, Teachers	TAKS Science Scores; District benchmark scores
Utilize a technology system to disaggregate data so teachers can focus time and effort on the understanding of the data and the use of data to drive instruction.	Local funds	Professional development; teacher feedback; lesson plans;	Professional development days on professional development calendar; teacher planning time	Campus Administrators, Curriculum specialists	TAKS Scores; district benchmark scores
Integrate technology to expand student learning opportunities (Starboards, webcasts, etc.).	Local funds	Lesson plans; professional development participation records	Semester	Campus Administrators, Curriculum specialists, Teachers	Analysis by Director of Instructional Technology to include course enrollments and completed student projects/products
Implement Student Reading and Writing Instruction interventions with identified students.	Local funds	Lesson plans; campus admin. walkthroughs; professional development participation records	Weekly; six weeks	Campus Administrators, Curriculum specialists, Teachers	District analysis reports; TAKS Reading/ELA Scores; District benchmark scores
Implement Student Math Instruction interventions with identified students.	Local Funds	Lesson plans; campus admin. walkthroughs; professional development participation records	Weekly; six weeks	Campus Administrators, Curriculum specialists, Teachers	District analysis reports; TAKS Math Scores; District benchmark scores

LOVEJOY HIGH SCHOOL

CampusImprovement Plan 2008-2009

Long Range Goal #1: A safe, supportive learning environment will be provided where each student closes the gap between his/her current performance and his/her potential. This learning environment will result in one-hundred percent of all students passing the state assessment. Also, by 2010, this learning environment will result in Lovejoy HS equaling or surpassing the highest performing high schools in Texas in all tested subject areas as measured by Commended Performance on TAKS.

STRATEGIES/ACTIVITIES	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	PERSON(S) RESPONSIBLE	SUMMATIVE EVALUATIONS
Expand development of the Center for Academic Training (C.A.T.) at LHS to support the academic needs of all students.	Local funds	Activity logs; Lesson plans; campus admin. walkthroughs; professional development participation records	Semester	Campus Admin, Teachers	TAKS Scores; District benchmark scores
Provide proactive, data-driven interventions to meet the needs of students	Local Funds	Problem Solving Team (PST) annual report; teacher feedback	Six Weeks	Campus Admin. C.A.T. Director; PST Coordinator. Spec. Ed. Lead	Report of number of students on each tier of the PST intervention pyramid, discipline referrals, special education referrals.
Implement writing strategies and note taking strategies across all core subjects	Local funds	Activity logs; Lesson plans; campus admin. walkthroughs; professional development participation records	Semester	Campus Admin, Teachers, Curr. Specialist	TAKS Scores; District benchmark scores
Provide anti-drug awareness and bullying education programs for students.	Local funds Safe and Drug-Free Schools Region 10 Co-op	Professional development; teacher feedback; lesson plans; campus admin. walkthroughs	Professional development days on professional development calendar; extended planning sessions throughout year; teacher planning time	Campus Administrators, Counselors, Teachers	Student discipline forms, professional development participation records Ex: Rachel's Challenge, Free to Be, and The BIG EVENT
Implement PALs and introduce the Peer Mediation program to impact bullying instances at LHS	Local funds	Professional development; Campus bullying forms; Campus and parent feedback	Semester	Campus Administrators, Counselors, Teachers	Professional development; Campus bullying forms; Campus and parent feedback
Implement procedures and training to address teen dating violence as proscribed in HB 121.	Local funds	Professional development; Campus incident forms	Semester	Campus Administrators, Counselors, Teachers	Professional development; Campus discipline incident forms

LOVEJOY HIGH SCHOOL

Campus Improvement Plan 2008-2009

Long Range Goal #2: LHS will recruit, develop, recognize, promote, and retain staff that positively impacts the learning of each student.

STRATEGIES/ ACTIVITIES	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	PERSON(S) RESPONSIBLE	SUMMATIVE EVALUATIONS
Board Priority Goal: Develop a deeper pool of math and science candidates	Local funds	Recruitment plan for high potential candidates; Identify colleges and universities with strong preparation programs and develop formal relationships; conduct compensation analysis for recruitment and retention	Six Weeks	Principal and team	Number of applicants in online system; College recruitment efforts; compensation plan
Provide professional development training to teachers and aides for targeting instructional strategies in all subject areas.	Region X ESC Block Grant Cooperative, ARI/AMI funds, Titles II funds, Consultants and Professional Development Workshops; Local Professional Development funds	Professional development attendance; report card grades; progress reports; lesson plans; campus admin. walkthroughs; PDAS evaluations	Six Weeks	Campus Administrators	TAKS Scores; district benchmark scores; and Passing rates
Provide professional development that ensures all areas of Texas Continuous Improvement Process (TCIP) are met for students who receive special education services.	Local funds	Professional development attendance; report card grades; progress reports; lesson plans; campus admin. walkthroughs	Six Weeks	Campus Administration, Special Ed. Lead	TAKS Scores; district benchmark scores; and Passing rates

LOVEJOY HIGH SCHOOL
Campus Improvement Plan 2008-2009

Long Range Goal #2: LHS will recruit, develop, recognize, promote, and retain staff that positively impacts the learning of each student.

STRATEGIES/ ACTIVITIES	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	PERSON(S) RESPONSIBLE	SUMMATIVE EVALUATIONS
Provide teacher training for the identification of special populations.	Local Funds	Professional development attendance; program enrollment	August - July	Campus Administrators, Counselors, Special Ed. Lead	Professional development attendance; program enrollment
Provide teacher training for behavior management of special population students.	Region X ESC Block Grant Cooperative, Local Professional Development funds	Professional development attendance; report card grades; progress reports; lesson plans; campus admin. walkthroughs	August –July	Campus Administrators, Director of Special Ed., Counselors	TAKS Scores; district benchmark scores; and Passing rates
Implement highly qualified improvement report strategies for new or reassigned professionals and newly hired or reassigned paraprofessionals.	Local funds	Professional development documentation; Required testing documentation; Personnel records	August - July	Principal	Annual Highly Qualified Continuous Teacher Improvement Plan
Raise employee awareness of drugs and other forms of substance abuse.	Region X ESC Block Grant Cooperative, Local funds	Professional development participation records	Semester	Campus Admin, Counselors	Professional development participation records
Use trainer of trainer model to develop staff expertise in utilizing technology and for the integration of technology in teaching and learning.	Local funds,	Professional development attendance; lesson plans; campus admin. walkthroughs; Teacher evaluations	Semester	Campus Administrators, Campus IT, Teachers	Analysis by Director of Instructional Technology to include professional development enrollment and completed student projects/products

LOVEJOY HIGH SCHOOL
Campus Improvement Plan 2008-2009

Long Range Goal #2: LHS will recruit, develop, recognize, promote, and retain staff that positively impacts the learning of each student.

STRATEGIES/ ACTIVITIES	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	PERSON(S) RESPONSIBLE	SUMMATIVE EVALUATIONS
Expand Learning @ Lovejoy for all teachers to participate in professional development that is focused and connected to district needs.	Local funds	Professional development attendance	August - July	Campus Administrators, Curriculum Specialists, Teachers	Student Performance scores, Professional development attendance
Expand teacher technology training opportunities.	Region X ESC Block Grant Cooperative; Local funds	Professional development attendance	August - July	Campus Admin, Teachers	Professional development attendance
Provide continuous professional development to increase understanding of instructional strategies.	Local funds	Lesson plans; campus admin. walkthroughs; professional development participation records	Weekly; six weeks	Curriculum Specialists, Campus Admin, Teachers	TAKS Scores; district benchmark scores; Professional development attendance
Implement succession planning to ensure continuous progress within each program as teacher's transition into different roles.	Local funds	Professional development attendance; campus admin. walkthroughs; Teacher evaluations	August - July	Campus Admin, Teachers	Student achievement scores; annual review of staff development

LOVEJOY HIGH SCHOOL
Campus Improvement Plan 2008-2009

Long Range Goal #2: LHS will recruit, develop, recognize, promote, and retain staff that positively impacts the learning of each student.

STRATEGIES/ ACTIVITIES	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	PERSON(S) RESPONSIBLE	SUMMATIVE EVALUATIONS
Support teacher development of technology skills through a "Frequent Appliers" program that allows teachers to complete certain instructionally-based tasks for various point values with the opportunity to "cash in" earned points for technology tools and resources.	Local funds	Lesson plans; campus admin. walkthroughs; professional development participation records	Weekly; six weeks	Campus Admin, Teachers	Annual report of tasks completed and incentives awarded
Create a mentoring opportunity for each new teacher on campus	Local Funds	Written report	Semester	Campus Admin.	Report and assignments of responsibilities to mentors and mentees
Support all secondary level teachers to complete the College Board Pre-Advanced Placement and Advanced Placement training.	TEA Reimbursement funds; Local funds	Professional development attendance; lesson plans; campus admin. walkthroughs	August - July	Campus Administrators, Curriculum specialists, Teachers	TAKS Scores; Passing rates; professional development participation records

LOVEJOY HIGH SCHOOL
Campus Improvement Plan 2008-2009

Long Range Goal #3: LHS will proactively communicate through various media with parents and community to encourage involvement and partnership in the educational environment.

STRATEGIES/ ACTIVITIES	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	PERSON(S) RESPONSIBLE	SUMMATIVE EVALUATIONS
Board Priority Goal: Implement a comprehensive Lovejoy Profile (Graduate) that is K-12 and extends into the community where appropriate.	Local funds	The curriculum and instruction department will prepare a plan to embed activities within the curriculum that are aligned to graduate profile development Community focus groups will be conducted to discuss development of the Lovejoy Profile attributes	Semester	Campus Administrators Teachers	Activities in curriculum; Measurement updates for each attribute of the Profile
Excellent customer service will be a non-negotiable including consistent updating of Powerschool gradebook, 24 hour limit to return email and/or phone calls.	Local funds	Professional development attendance; report card grades; progress reports; lesson plans; Teacher evaluations	August - June	Campus Administrators	Community Feedback
Inform parents and community of school events and activities in order to continue or enhance involvement.	Local funds	Community feedback; event attendance	August - June	Campus Administrators	Community Feedback
Maintain and update campus website.	Local funds	Community Feedback	August - June	Campus Administrators, LHS Webmaster	Community Feedback
Enhance community partnerships.	Local funds	Community Feedback; Program participation counts	August - June	Principal	Community Feedback;

ROLES AND RESPONSIBILITIES

BOARD OF EDUCATION:	SUPERINTENDENT AND CENTRAL OFFICE:	PRINCIPAL:	TEACHER/STAFF MEMBER:	PARENT/ COMMUNITY:
<ul style="list-style-type: none"> • Sets the educational policy for the district • Delegates the administration of the district to the superintendent and staff • Monitors and holds accountable administrators for implementation of district policies • Supports the mission of the district and sets goals to enhance student achievement • Is fiscally responsible to the taxpayers of the district • Understands the legal governance system of schools and supports shared decision making • Shares responsibility for student learning and student achievement 	<ul style="list-style-type: none"> • Provides leadership in developing a common vision and goals for the district • Exercises leadership in recommending to the board of education adoption of appropriate policies necessary for effective district operation • Maintains a leadership style that supports site-based decision-making • Establishes broad goals for the campuses • Monitors the attainment of the district's goals and objectives • Provides instructional support as needed and/or requested • Determines the district's budget • Monitors compliance with district, state, and federal policies, regulations, and laws • Builds community relationships to increase support of the district's missions • Shares responsibility for student learning and student achievement 	<ul style="list-style-type: none"> • Is accountable for the successful operation of the campus • Creates optimal education experiences and a positive school climate • Is accountable for the performance of the campus • Creates a climate in which staff, students, and parents share collaboratively in improving the campus • Identifies critical areas for improvement and creates and/or seeks support from central office for programs responsive to needs • Communicates effectively with all members of the school community • Shares responsibility for student learning and student achievement 	<ul style="list-style-type: none"> • Shares in making decisions which promote student achievement and a positive school climate • Practices productive and collaborative decision-making that emphasizes teamwork and increased student learning • Collaboratively identifies needs and solutions • Participates in professional development opportunities • Implements strategies which promote effective instruction and quality education • Maintains a positive, collaborative relationship with administrators, parents, and all staff members • Shares responsibility for student learning and student achievement 	<ul style="list-style-type: none"> • Shows concern for the needs of all students • Is well informed about education issues • Actively supports the district and its mission • Supports the governance framework of the district • Communicates to the district areas of concern and need • Promotes and maintains a home environment that is conducive to learning

LOVEJOY HIGH SCHOOL

CAMPUS ABSOLUTES 2008-2009

FOCUS 1 : Lovejoy High School will create, implement and practice a collaborative planning model.

Collaboration

- Meeting in teams weekly to plan the "What" and the "How" of teaching.
- Monthly department meetings to discuss teaching and learning.
- Creating common daily learning goals by team.
- Creating common daily assessments to find out “what they know and what they don't know”.
- Using the LHS digital coffee lounge to share our best practices and ideas for learning.

FOCUS 2 : Lovejoy High School will plan for, develop and engage in student interventions at multiple levels .

Intervention

- Using data to intervene early with struggling students.
- Using pre-teaching to help struggling students.
- Students engaged in multiple opportunities for success.
- Working with the C.A.T. to ensure that all students are learning.

FOCUS 3 : Lovejoy High School will become world famous for customer service .

Communication

- Weekly parent communication via email on the "How" and "What" of your classes for the upcoming week.
- Contacting parents about academics, study habits, assessments, and behavior.

**DECISION DELINEATION
AND
DECENTRALIZATION PARAMETERS**

GOAL SETTING

CENTRAL OFFICE	SITE ADMINISTRATORS	CAMPUS	COLLABORATIVE
Determine/define guidelines	Be responsible for instructional programs	Identify site/district needs	Participate in campus/district goal setting related to curriculum
Allocate resources and provide training to faculty/staff as appropriate	Consider recommendations of advisory groups	Determine realistic goals for initial implementation	Identify goals pertinent to student improvement
Identify accomplishments	Be accountable for program performance	Implement/monitor/evaluate/modify goals	Determine necessary modifications
Provide data for student improvement goal setting	Be accountable for campus-level decisions	Support and create opportunities for sharing/linking/developing goal-related programs between campuses	Support and create opportunities for promoting/linking/developing program goals
Define parameters for appropriate district/campus goals			Evaluate goals not yet achieved

CURRICULUM

CENTRAL OFFICE	SITE ADMINISTRATORS	CAMPUS	COLLABORATIVE
Determine outcome-based curriculum that balances scope and sequence with flexibility	Select processes that involve campus personnel in curriculum decisions and production	Determine procedures and monitoring practices framework for teacher decisions	Produce meaningful curriculum materials
Produce curriculum documents, guidelines, and reports as proposed or developed	Provide technical assistance for teachers	Determine modifications based on student/campus needs	Establish guidelines for the use of data, assessments, and reporting student progress
Provide technical support for campuses	Provide resources to support curriculum	Use district data and guidelines for decision making	Support and facilitate district curriculum procedures for implementation and philosophy
		Determine student mastery based on established procedures	Identify internal and external forces that impact curriculum needs
		Select instructional strategies that ensure learning by all students	Ensure district-wide compliance with state and federal mandates
		Select textbooks to support curriculum	Review, adjust, monitor
		Evaluate procedures, techniques, and materials to improve instruction	Annually review/evaluate responsibilities, procedures, and results in order to continually improve

BUDGET

CENTRAL OFFICE	SITE ADMINISTRATORS	CAMPUS	COLLABORATIVE
Define parameters	Define parameters	Understand parameters	Understand parameters
Allocate resources	Allocate funds meeting parameters for advisory recommendations	Understand approval criteria	Understand approval criteria
Provide training for campus staff as required or appropriate	Provide training for campus staff as required or appropriate	Determine campus needs within framework of allocated funds	Determine campus needs within framework of allocated funds
Apply approval criteria	Implement recommendations when deemed appropriate	Prioritize needs within framework of allocated funds	Prioritize needs as determined by needs assessment
Manage implementation	Be accountable for decisions made at the campus level		

STAFFING PATTERNS

CENTRAL OFFICE	SITE ADMINISTRATORS	CAMPUS	COLLABORATIVE
Study TEA guidelines	Adhere to hiring practices as outlined in board policy and by superintendent	Identify/define parameters of advisory members	Identify critical curriculum subject areas
Define parameters, certification requirements, areas of critical need, student/teacher ratio	Adhere to hiring practices as mandated by TEA/state law	Be cognizant of curricular campus/district needs	Define parameters of campus members
Allocate resources as determined by TEA state budget allocation	Assign mentors for new teachers/provide assistance to new staff members	Provide training to campus members as deemed necessary/appropriate	Support and create opportunities for sharing/linking/developing staff improvement programs
Provide new-teacher mentoring program	Provide time for collaborative planning	Provide input to building principal as determined in parameters	Identify and recognize staffing needs for campus.
Manage implementation	Be accountable for decisions made at the campus level	Recognize new staff and provide assistance	Focus on quality and improved student performance
		Encourage teamwork/collaborative work concept	Recognize new staff and provide assistance
			Research staff needs
			Encourage team work/collaborative work concept

SCHOOL ORGANIZATION

CENTRAL OFFICE	SITE ADMINISTRATORS	CAMPUS	COLLABORATIVE
Define guidelines, philosophy, and structure of LISD organization	Be facilitator for campus personnel	Solicit needs	Identify skill process needed for campus personnel
Allocate resources	Provide means for training necessary for campus personnel	Communicate within campus staff	Define needs and scope of training
Apply approval criteria	Support and create opportunities for promoting, linking, and developing programs between campuses	Support and create opportunities for sharing, linking and developing programs between campuses	Support and create opportunities for promoting, linking, developing programs between campuses
Provide training of campus members as required or appropriate	Be accountable for site decision/acceptance	Identify campus and district goals and objectives	Communicate with campus staff
Support and create opportunities for sharing, linking, developing programs between campuses	Submit SBDM recommendations in an advisory capacity		
	Accountable for decisions made at the campus level		

EVALUATION AND REVISION

The SBDM Campus Worksheet for Evaluation and Assessment,
as published in TEA's Resource Guide on SBDM and District and Campus Planning,
will be used to evaluate and revise the District Improvement Plan in Lovejoy ISD.

SBDM Process Identified	Resources Needed for Review/Study	Personnel Involved in Assessment/Evaluation	Staff/Personnel Responsible for Assessment/Evaluation	Results of Assessment Reported To:	Timeline for Initiation/Completion	Subjective Evaluative Questions to be Asked/Explored
Campus Level SBDM	Campus committee agenda/minutes Committee training activities Campus Improvement Plan Decision Delineator from SBDM Plan	Principal Campus Committee Parents Other	Principal Campus Committee Other	SBDM Committee Superintendent Board of Trustees Other	August-May Ongoing	*Is SBDM working at the campus level? *Were campus decisions appropriately located this year? *Do campus decisions need to be expanded, contracted, and relocated? *Were other appropriate campus level decisions discovered this year? *Where was the greatest and least success in implementing SBDM: goal setting, curriculum, budgets, staffing, and school organization?
District Improvement Committee	District committee agenda/minutes District policies Campus improvement plans Decision delineator from SBDM plan Staff Development Plans	Central office staff District committee Other	Central office staff District committee Other	Improvement Committee Superintendent Board Other	August-May	*Is SBDM working at the district level? *Were district decisions appropriately located this year? *Do district decisions need to be expanded, contracted, and relocated? *Were other appropriate district level decisions discovered this year? *Where was the greatest/least success in implementing SBDM as a goal setting and school improvement process?
Student Outcomes	District/Campus Plans AEIS Indicators: TAKS, SDAA, RPTE, ITBS, attendance, Promotion/graduation rates, dropouts Waivers Special Programs Evaluations	Campus committee District committee Central office Principals Counselors Teachers Students	Campus committee District committee Central office Principals Counselors	SBDM committee Superintendent Board Teachers Students Community	August-May Ongoing	*Were SBDM processes infused into district and campus planning this year? *Did district/campus SBDM result in improved student outcomes at various levels this year? *What improved student outcomes (e.g. AEIS or local outcomes) can be directly/indirectly attributed to SBDM?

CAMPUS SELF-EVALUATION

Purpose

The purpose of the evaluation is to determine the progress of all Lovejoy High School students and to evaluate the effectiveness of all programs. The campus evaluation addresses the effectiveness of programs for all students, including those served by English as a Second Language (ESL), Title I, Special Education, and Gifted and Talented, and includes data gathering discussions to determine the extent to which planning and decision making are positively impacting the quality and effectiveness of the programs. The campus review also includes an assessment of whether the district is in compliance with state and/or federal requirements for specific programs. The evaluation results in documentation of the findings, including recommendations to enhance school improvement efforts and corrective actions pertaining to compliance with federal and state laws and regulations.

Procedure for Self-Evaluation

The campus self-evaluation is completed collaboratively by the campus leadership staff, the campus-level planning and decision-making committee, and other staff members who may be requested to participate. Parental input is also obtained to determine parents' perceptions of the effectiveness of planning and programs in meeting the educational needs of students.

Focus of Self-Evaluation

The self-evaluation is also intended to assist campus staff in reviewing the effectiveness of the district and campus planning and decision-making efforts. The policies and procedures for planning and decision-making are reviewed, and the level of implementation of improvement initiatives or strategies is evaluated.

Any other significant factors that may impact student performance are reviewed, and the district notes any factors that may affect district improvement efforts, whether positively or negatively.

DISCLAIMER

This publication is intended to facilitate communications within Lovejoy ISD and to serve as a quick reference on a variety of subjects. The provisions and information set forth in this publication are intended to be informational and not contractual in nature.

Thus, this publication is not intended and shall not be construed to constitute a contract between the Lovejoy Independent School District and any employee, prospective employee, agency of the local, state, or federal government, or any other person or legal entity of any and every nature whatsoever. The District hereby reserves and retains the right to amend, alter, change, delete, or modify any of the provisions of this publication at any time, and from time to time, without notice, in any manner that the administration or the Board of Trustees deems to be in the best interest of the District.